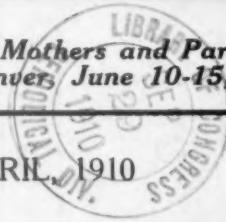


National Congress of Mothers and Parent Teacher
Association, Denver, June 10-15, 1910



Vol. IV

APRIL, 1910

No. 8

CHILD-WELFARE MAGAZINE

ORGAN OF THE

National Congress of Mothers

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Vol. IV

APRIL, 1910

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The President's Desk

GROWTH OF PARENT-
TEACHER ASSOCIATIONS
FOR CHILD STUDY AND
CHILD WELFARE IN
HOME AND SCHOOL

The National Congress of Mothers in
1897 adopted the following platform in its
constitution :

OBJECTS

The objects of this Congress shall be to raise the standards of home life; to give young people opportunities to learn how to care for children, so that when they assume the duties of parenthood they may have some conception of the methods which will best develop the physical, intellectual and spiritual nature of the child; to bring into closer relations the home and the school, that parents and teachers may coöperate intelligently in the education of the child; to surround the childhood of the whole world with that wise, loving care in the impressionable years of life that will develop good citizens; to use systematic and earnest effort to this end, and through the formation of Parent-Teacher Associations in every public school and elsewhere, through the establishment of kindergartens, and in the distribution of literature which will be of practical use to parents in the problems of home life; to secure more adequate laws for the care of blameless and dependent children, and to carry the mother-love and mother-thought into all that concerns childhood.

The National Congress of Mothers does not lay claim to organizing the first Parent-Teacher Association. Here and there parents' meetings have been held in schools, and especially in kindergartens to bring together the parents to inspect the school work of the children and to be entertained by them.

The Parent-Teacher Association in every school, as a national movement by which parents may have the opportunity afforded them to study the science

of child-nurture, as well as to study childhood's needs in the home, the school and community, is a movement which has been developed by the National Congress of Mothers.

The National Congress of Mothers has linked these associations together for conference and united work.

The National Congress of Mothers has aimed to make them co-extensive with the school system of the country. It has steadily increased its educational material and suggestion for study courses by the parents. It has established the CHILD-WELFARE MAGAZINE, which each month publishes one or more papers suitable for the program of a Parent-Teacher Association.

It has typewritten loan papers which are graded for different needs, and which furnish valuable educational material for any Parent-Teacher Association, and which make it independent of speakers, whom it is often expensive or impossible to procure, and who often give less help than the papers supplied by the Congress.

These papers, read by a member of the Association and then discussed, bring out the abilities of members and are pronounced of great interest and value.

The advantage of membership in the National Congress of Mothers and Parent-Teacher Associations is that it is the national educational body, which is providing material for home education in child-nurture, in prevention of infant mortality, in child-hygiene, in the best physical development, in development of mind and heart by the light of scientific child-study.

It fosters and promotes and aids every parents' association in the membership.

State superintendents of education in many States are its advisory council. It has a department in many State educational associations.

It has the coöperation of government departments in its educational work. It works solely for child-welfare on the foundation of child-study.

It believes that the making of good fathers and mothers is the foundation of good citizenship, of health and civic and moral betterment.

It believes that the greatest of all sciences is that which reveals the means by which children may develop their highest possibilities.

It has the coöperation of boards of health, of boards of education, of all who have made the study of childhood a specialty.

It is, in fact, a national directory for parents, with branches in many States and in many other lands, and is steadily increasing its material for use in Parents' Associations and by mothers.

A new edition of the pamphlet on HOW TO ORGANIZE PARENTS' ASSOCIATIONS "How to Organize Parents' Associations" is now ready. It is full of helpful suggestions, and will be sent on receipt of four cents' postage. Is there a Parents' Association in the school your children attend? If not, send for this pamphlet. It will help you and the children and the school to follow the plans outlined therein.

**SOME DANGERS FOR
GIRLS IN NEW YORK**

A school for dancing in New York was raided recently by the officers of the Children's Society in New York, where twelve girls under sixteen, who were dancing with their escorts, were arrested on the charge of violating the penal code which makes it a misdemeanor for children to attend a dance without proper escort. The young girls sobbed and screamed and threatened to jump out of the windows, while more than two thousand persons stood in the street to watch the little girls marched out to the patrol wagon.

It would seem as if the officers of a supposed society for child protection have much to learn when they would subject young girls to arrest, to the publicity and jeers of the rabble, to facing a magistrate in the Children's Court on the charge of violating the penal code of the State for such a cause. The escorts were permitted to go. These young girls, who undoubtedly needed the guardianship of their parents, whose very danger should command the chivalrous protection of every true man, who in the exuberance of youth were probably ignorant of any offense, have had the stigma of arrest, of arraignment, of having their names and addresses published in the press of the city, of degradation and shame thrust upon them. It would seem the part of wise child-protection to see that proper chaperonage be provided, that kindly protective measures be adopted, that parents be informed, that girlhood be guarded from such terrible treatment as these girls endured. One wonders why the girls should bear the brunt of the arrests and their escorts suffer nothing, not even having their names published. Protection for children demands that Children's Societies use less objectionable methods than in this case, unless they are to do more harm than good. Directors of such societies owe a duty to the community in employing as officers those who have a better understanding of what is due to young girls and to their parents.

The purpose was undoubtedly to save the girls, but the method does not commend itself.

**SCHOOL TO TEACH
GIRLS SHOPLIFTING**

Two girls charged with shoplifting in New York told how they had been instructed in the art of pilfering in a school of crime fitted up in imitation of a department store to show them how easy it was to evade the watchfulness of saleswomen.

The girls were thirteen years old and had been employed in a button factory.

There they became acquainted with a woman employee, who took them home with her. They found many other young boys and girls came there. To teach them how to steal goods from a store, said the girls, the woman turned her table into an imitation shop-counter and strewed it with a number of articles. Then she told the girls to practice taking things off the table while she pretended to be the saleswoman and served a customer. It was quite simple, she assured the girls, to slip things away without any one being a bit the wiser.

Department of Child Hygiene.

By HELEN C. PUTNAM, A.B., M.D., Editor.

THE PREVENTION OF SCHOOL FATIGUE.

One of the sitting positions to which we alluded last month as helping cause constipation is the very common habit of sitting on the lower part of the back instead of on buttocks and upper part of thighs. With the former position, and sometimes with the latter, children and others are often seen with chest dropped forward, so that between the crowding down from above and crowding up in the former position the abdominal circulation is greatly impeded and digestive organs squeezed out of place and shape. Corsets compressing laterally do no more harm, I fancy, than this vertical compression in the corsetless.

It is restful, literally so, to sit and stand erect, and children trained to it become less easily fatigued. This does not mean that the backs of seats should not be used, but means that the spine should not be curved forward in using them. School seats with properly shaped backs are necessary.

VI. *What and when school children should eat*

Important as are external and internal cleanliness in preventing school fatigue, no less so is nutrition. Each factor is so dependent on the others that when one is neglected all suffer.

Many children are started wrong in the morning. Perhaps because they slept in a room with windows shut, or because of bad teeth or con-

stipation that "spoil" the mouth, or because they lack that "morning tonic"—for these or other reasons they have little appetite for breakfast. We have discussed these points.

Too often it is because breakfast is a hurried snatch instead of being appetizingly served like the later meals. Many children go to school improperly bathed and fed because of late rising, probably due to late hours the night before. In some foreign countries and in a few of our own cities schools open at 8 A. M. Earlier hours both morning and night are better for children and for grown-ups. We live too much by artificial light. The question is, when will more parents adopt more wholesome hours for the children's good, and more wholesome food when they set but one table, and furnish more wholesome examples in some other particulars?

There is, too, the fact that for some a hearty meal as the first event of the day is not indicated. For these and other reasons very many go to school (as to other duties) without enough to sustain them until 12.30 or 1.30 P. M. This is the cause of much "school fatigue," as well as breaking down among office workers and others.

Some public and many private schools serve a glass of milk or cocoa and a cracker between 10.30 and 11.30 A. M. Sometimes, before the lunch is brought in, for two or three minutes the children sit with heads

lying on their desks, resting quietly. Certain ones bring in the food on trays, giving to each a paper napkin for the desk and one for the hands.

Those who can afford to do so pay a few cents a week; but all have the food, no children knowing who does not pay.

There are several ways of doing this. Wherever attempted, the resulting better work and vitality through the year justify the plan.

The noon luncheon is another problem in preventing school fatigue. Children often bring unsuitable food from home and spend their pennies on poor food. It is said that a noon dinner for those who go home interferes with good brain work in the afternoon. The custom of lunching at the school is growing.

Caterers who sometimes serve the food are not dietitians, and I have never seen any school lunches served by them that were as wholesome and inviting as certain ones I have seen served by mothers' clubs. The last perhaps employed a business woman or man; but were themselves, as represented by one to three ladies, present every day. Their variety on a single day is much less than that of caterers; their fancy and "made dishes" much fewer; but the variety from day to day was ample, and children thoroughly satisfied with the excellence and daintiness of the simpler menu.

In some English schools and in a few of ours the domestic science classes prepare and serve the luncheons, or a portion of them. This is fine training for the pupils, and results encourage further experimenting.

In other ways this problem of morning lunch and noon lunch of better quality than that brought from home is being worked over. Whoever undertakes it should have a definite understanding of elementary principles of nutrition. This is not too difficult for mothers' clubs to set about acquiring. A competent instructor (very many are not so, unfortunately) can in a few lessons to a club make the subject clear enough for this purpose.

The United States Bureau of Education has recently issued a "Bulletin, 1909, No. 3," entitled, "The Daily Meals of School Children," by Caroline L. Hunt. It can be obtained on request from the Bureau at Washington simply by addressing as above. The secretary of every mothers' club should keep one copy in circulation among the members, and use it as a basis for discussions.

No attempt is worth while in this brief article to enter into details of dietetics that need many pages. In Miss Hunt's bulletin, besides helpful and practical directions, a few references will be found to other writings.

There is almost no improvement that women can more becomingly urge for public schools, none more far-reaching in its usefulness, than the teaching of domestic science. I wish it were called, instead, home-making. The best teachers make this work very much more than "cookery."

In a few schools boys have parts of it, and enjoy it fully as much as girls. Some boys say they want it for "when mother is sick;" others, for camping out. Lessons on choosing the site, building the house, plumb-

ing, ventilation and other details of home sanitation; on pure-food laws, detecting adulterations; on disposal of waste, orderly premises, clean streets, all of which the best teachers include,, boys need quite as much as girls. It raises the ideal of home for both having been something of

enough dignity and worth to study at school.

With more and better teachers, which mothers can bring to pass if they live up to their responsibilities, the problem of school fatigue is most hopefully undertaken through this national instruction in home-making.

The Public School and the Immigrant.

MARY E. MUMFORD.

How many of us ever stop to think seriously of the American citizenship we owe to the public school? There is plenty of buncombe expended on our common-school system, spread-eagle laudation, and praise as empty as the wind, because it is mere ignorant political talk with no real knowledge of what the schools, especially in our cities, are doing. It is work which our forefathers, who established the common-school idea, never dreamed of. They truly builded better than they knew.

Miss Myra Kelley, a teacher in the East Side, New York, schools, through her stories and other writings, has probably done more to set forth, in telling phrase and instance, the relation of the little foreigner to his new world than any other writer on this subject. In a recent article she says:

"In the public school-room the child finds friends and playmates belonging to races widely different from his own; there Greek not only meets Greek, but Turk, American, Irish, German, French, English, Italian and Hungarian, and representatives of every other nation under the sun. The lion, lying down with the lamb, was nothing to it because the lamb (though its feelings are not enlarged upon),

must have been distinctly uncomfortable. But, in the school-room, Jew and Gentile work and play together; and black and white learn love and knowledge side by side. These indirect but constant influences are undeniably strongest, but the child is also taught in history of the heroism of men and nations not his own. He learns with some degree of consternation that Christopher Columbus was a 'Dago,' George Washington, an officer in the English army, and Christ our Lord, a Jew. Geography, as now taught with copious illustrations and descriptions, shows undreamed of beauties in countries hitherto despised. And gradually as the pupils move on from class to class they learn true democracy and man's brotherhood to man.

"But the work of the American public school does not stop with the children who come directly under its control. The Board of Education reaches, as no other organization does, the great mass of the population. All the other boards and departments established for the help and guidance of these people only succeed in badgering and frightening them. They are met, even at Ellis Island, by the Board of Health, and they are subjected to all kinds of disagreeable and humiliating experiences, culminating

sometimes in quarantine and sometimes in deportation. Even after they have passed the barrier of the Immigration Office the monster still pursues them. It disinfects their houses, it confiscates the rotten fish and vegetables which they hopefully display on their push-carts, it objects to their wrenching off and selling the plumbing appliances in their apartments, it interferes with them in twenty ways a day, and hedges them round about with a hundred laws which they can only learn, as Parnell advised a follower to learn the rules of the House of Commons, by breaking them.

"Then comes the Department of Street Cleaning, with its extraordinary ideas of the use of a thoroughfare. The new-comer is taught that the street is not the place for dead cats and cabbage stalks, and other trifles for which he has no further use. Neither may it be used, except with restrictions, as a bedroom or a nursery. The immigrant, puzzled but obliging, picks his progeny out of the gutter and lays it on the fire escape. He then makes acquaintance of the Fire Department, and listens to its heated arguments. So perhaps he, still willing to please, reclaims the dead cat and the cabbage stalk, and proceeds to cremate them in the privacy of the back yard. Again the Fire Department—this time in snorting and horrible form—descends upon him. And all these manifestations of freedom are attended by the blue-coated Police, who interdict the few relaxations unprovided for by the other powers. These human monsters confiscate stilettos and razors, discourage pocket-picking, brick-throwing, the gathering of crowds and the general

enjoyment of life. Their name is legion: their appetite for figs, dates, oranges and bananas and graft is insatiable; they are omnipresent, they are argus-eyed: and their speech is always 'Keep movin', there. Keep movin'. And all these baneful influences may be summoned and set in action by another—but worse than all of them—known as the Gerry Society. This tyrant denies the parent's right in his own child, forbids him to allow a minor to work in a sweat-shop, store, or even on the stage, and enforces these commands, even to the extreme of removing the child altogether and putting it in an institution.

"In sharp contrast to all these ogres, the Board of Education shines benignant and bland. Here is Power making itself manifest in the form of young ladies, kindly of eye and speech, who take a sweet and friendly interest in the children and all that concerns them. Woman meets woman and no policeman interferes. The little ones are cared for, instructed, kept out of mischief for five hours a day; taught the language and customs of the country in which they are to make their living or their fortunes; and generally, though the Board of Education does not insist upon it, they are cherished and watched over. Doctors attend them, nurses wait upon them, dentists torture them, oculists test them.

"Friendships frequently spring up between parent and teacher, and it often lies in the power of the latter to be of service by giving either advice or more substantial aid. At Mothers' Meetings the cultivation of tolerance still goes on. There women of widely different class and nationality meet on the common ground of their children's

welfare. Then there are roof gardens, recreation piers and parks, barges and excursions, all designed to help the poorer part of the city's population—without regard to creed or nationality—to bear and to help their children to bear the killing heat of summer. So Jew and Gentile, black and white, commingle; and gradually old hostilities are forgotten or corrected. The Board of Education provides night schools for adults and free lectures upon every conceivable interesting topic, including the history and geography and natural history of distant lands. Travelers always draw large audiences to their lectures.

"The children soon learn to read well enough to translate the American papers, and there are always newspapers in the different vernaculars, so that the immigrant soon becomes interested not only in the news of his own country, but in the multitudinous topics which go to make up American life. He soon grasps at least the outlines of politics, national and international, and before he can speak English he will address an audience of his fellow-countrymen on 'Our Glorious American Institutions.'

"It is not only the immigrant parent who profits by the work of the public school. The American parent also finds himself, or generally herself, brought into friendly contact with the foreign teachers and the foreign friends of her children. The New York Public School system culminates in the Normal College, which trains women as teachers, and the College of the City of New York, which offers courses to young men in the profession of law, engineering, teaching, and, besides, a course in business train-

ing. The commencement at these institutions brings strangely contrasted parents together in a common interest and a common pride. The students seem much like one another, but the parents are so widely dissimilar as to make the similarity of their offspring an amazing fact for contemplation. Mothers with shawls over their heads and work-distorted hands sit beside mothers in Parisian costumes, and the silk-clad woman is generally clever enough to appreciate and to admire the spirit which strengthened her weary neighbor through all the years of self-denial, labor, poverty and often hunger which were necessary to pay for the leisure and the education of son or daughter. The feeling of inferiority, of uselessness, which this realization entails may humiliate the idle woman, but it is bound to do her good. It will certainly deprive her conversation of sweeping criticisms on lives and conditions unknown to her. It will also utterly do away with many of her prejudices against the foreigner and it will make the 'Let them eat cake' attitude impossible.

"And so the child, the parent, the teacher and the home-staying relative are brought to feel their kinship with all the world through the agency of the public school, but the teacher learns the lesson most fully, most consciously. The value to the cause of peace and good will in the community of an army of thousands of educated men and women holding views such as these cannot easily be overestimated. The teachers, too, are often aliens, and nearly always of a race different from their pupils, yet you will rarely meet a teacher who is not delighted with her charges. 'Do

come,' they always say, 'and see my little Italians, or Irish, or Germans, or pickaninnies; they are the sweetest little things;' or, if they be teachers of a higher grade, 'They are the cleverest and the most charming children.' They are all clever in their different ways, and they are all charming to those who know them, and the work of the public school is to make this charm and cleverness appreciated, so that race misunderstandings in the adult population may grow fewer and fewer.

"The only dissatisfied teacher I ever encountered was a girl of old Knickerbocker blood, who was considered by her relatives to be too fragile and refined to teach any children except the darlings of the upper West Side, where some of the rich are democratic enough to patronize the public school. From what we heard of her experiences, 'patronize' is quite the proper word to use in this connection. A group of us classmates, had been comparing notes and asked her from what country her charges came. 'Oh, they are just kids,' she answered dejectedly; 'ordinary, every-day kids, with Dutch cut hair, Russian blouses, belts

at the knee line, sandals and nurses to convoy them to and from school. You never saw anything so tiresome.'

"It grew finally so tiresome that she applied for a transfer, and took the Knickerbocker spirit down to the Jewish quarter, where it gladdened the young Jacobs, Rachels, Isadors and Rebeccas entrusted to her care. Her place among the nursery pets was taken by a dark-eyed Russian girl, who found the uptown babies, the despised 'just kids,' as entertaining, as lovable and as instructive as the Knickerbocker girl found the Jews. Well, and so they are all of them, lovable, entertaining and instructive, and the man or woman who goes among them with an open heart and eye will find much material for thought and humility. And one function of the public school is to promote this understanding and appreciation. It has done wonders in the past, and every year finds it better equipped for its work of amalgamation. The making of an American citizen is its stated function, but its graduates will be citizens not only of America. In sympathy, at least, they will be citizens of the world."

The Cigarette Smoking Boy

By WILLIAM A. MCKEEVER, M.A., Ph.M., Professor of Philosophy in the
Kansas State Agricultural College

One of the greatest menaces to our moral and intellectual well-being today is the fact that cigarette smoking is becoming a popular fad among boys and young men, while the use of a strong pipe is a close second in favor. Go where you will in this broad land of ours, and the pale faces, blear eyes, trembling fingers and the foul stench of cigarette fumes tell the

same pathetic story. This most serious blight upon the bloom and beauty of our American boyhood is chargeable to paternal ignorance and carelessness. For the past eight years I have been tracing out the cigarette boy's biography, and I have found that it is practically all cases the lad began his smoking habit clandestinely, at an early age, and with little

or no thought of its seriousness, while the fond parents perhaps believed that *their* boy was too good to engage in such a practice.

MANY GOOD MEN SMOKE.

It is not the purpose of this paper to make an attack upon smoking in general. A majority of the best and ablest men of the country are smokers, and they unquestionably get a good deal of satisfaction out of their cigars and pipes. After a man has fully acquired the habit, smoking tends to drive away depression and to make him better satisfied with his lot and a more agreeable companion of men and women. By this I do not mean that the smoker has these advantages over the non-smoker, but rather that the former, through the indulgence of his habit, gets these results over and above what he has when he goes without his usual cigar. Out of one hundred such men whom I interviewed ninety-nine frankly admitted that smoking tends to injure the health and that they would not advise any young man to begin the habit. This practice is very offensive to many delicate natures, is somewhat filthy at its best, and disgustingly filthy at its worst, as the ordinary smoking-car will bear witness. Often, in public places, even refined women are forced to breathe the sickening fumes coming direct from the nostrils of some coarse, brutal cigarette smoker. Smoking is a practice entirely unnecessary to the development and refinement of the race, and it will in time doubtless go the way of the liquor-drinking habit.

MOST HURTFUL IN CASE OF BOYS.

I have tabulated reports of the condition of nearly 2,500 cigarette-

smoking school boys, and in describing them physically my informants have repeatedly resorted to the use of such epithets as "sallow," "sore-eyed," "puny," "squeaky-voiced," "sickly," "short-winded" and "extremely nervous." In my tabulated reports it is shown that, out of a group of twenty-five cases of young college students, smokers, whose average age of beginning was thirteen, according to their own admissions they had suffered as follows: Sore throat, four; weak eyes, ten; pain in chest, eight; "short-wind," twenty-one; stomach trouble, ten; pain in heart, nine. Ten of them appeared to be very sickly. The younger the boy the worse the smoking hurts him in every way, for these lads almost invariably inhale the fumes; and that is the most injurious part of the practice. According to Dr. Sims Woodhead, professor of pathology in Cambridge University, cigarette smoking in the case of boys partly paralyzes the nerve cells at the base of the brain and thus interferes with the breathing and the heart action. And yet all this debility and more, as will be shown later, is brought upon thousands of boys who innocently imitate the example of their elders. I am not quite ready to deny any mature man the right to smoke, but I am unwilling to concede him the right to permit his youthful son to take up the practice before maturity is reached.

SMOKING A MOST SERIOUS OBSTACLE TO STUDENTSHIP.

The injurious effects of smoking upon the boy's mental activities are as very marked. Of the many hundreds of tabulated cases in my possession, several of the very youthful

ones have been reduced almost to the condition of imbeciles. Out of 2,336 who were attending public school, only six were reported "bright students." A very few, perhaps ten, were "average," and all the remainder were "poor" or "worthless" students. The average grade of fifty smokers and fifty non-smokers were computed from the records of one term's work done in the Kansas Agriculture College, and the results favored the latter group with a difference of 17.5 per cent. The two groups represented the same class rank; that is, the same number of seniors, juniors, sophomores and freshmen.

The ordinary cigarette-smoking student often has a very peculiar experience in his effort to prepare his daily lessons, about as follows: He goes to his room in the evening with a full intention of studying and opens his text-book, but a certain feeling of nervous uneasiness soon leads his hands automatically to roll and light a cigarette. He indulges the habit a few minutes when, *presto*, the lesson task which a while ago looked serious and urgent now appears trivial and unnecessary, and he accordingly neglects it. He is now affable and companionable, but the higher moral judgments have lost their value to him and he is now ready to yield to the evil suggestions of others. The partial brain paralysis resulting from the smoking makes the victim regard with indifference the most sacred promise he has ever made to anyone, and he is likely to violate it upon the slightest provocation.

While connected with the Yale gymnasium Dr. J. W. Seaver made a comparative study of smokers and

non-smokers. Of this investigation he says in the *Arena*, in an article on "The Effects of Nicotine:" "For purposes of comparison the men composing a class in Yale were divided into three groups. The first was made up of those who did not use tobacco in any form; the second consisted of those who had used it regularly for at least a year of the college course; the third group included the irregular users. During the period of undergraduate life, which is essentially three and one-half years, the first group grew in weight 10.4 per cent. more than the second, and 6.6 per cent. more than the third. In height the first group grew 24 per cent. more than the second and 11 per cent. more than the third; in girth of chest the first group grew 26.7 per cent. more than the second, and 22 per cent. more than the third; in capacity of lungs the first group gained 77 per cent. more than the second and 49.5 per cent. more than the third." Similar results were shown by Dr. E. R. Hitchcock's investigation among the students of Amherst College.

"The basis of intemperance is the effort to secure through drugs the feeling of happiness when happiness does not exist. . . . There are many drugs which cause this pleasure, and in proportion to the delight they seem to give is the real mischief they work. . . . Alcohol gives a feeling of warmth or vigor or exhilaration, when the real warmth or vigor or exhilaration does not exist. Tobacco gives a feeling of rest which is not restfulness. . . . One and all the various drugs tend to give the impression of a power or a pleasure or an activity which we do not possess.

One and all their function is to force the nervous system to lie. One and all the result of their habitual use is to render the nervous system incapable of ever telling the truth. One and all their supposed pleasures are followed by a reaction of subjective pains, as spurious and as unreal as the pleasures which they follow. Each of them, if used to excess, brings, in time, insanity, incapacity and death."

—*G. Stanley Hall, President of Clark University.*

PREVENTION THE PRACTICAL SOLUTION.

Prevention is the only practical solution of this cigarette, or boy-smoking question. Boys take up the practice in innocence, "just for fun," and are usually its victims before the matter is detected by their parents. Any normal, healthy boy will learn to smoke if thrown among young smokers without any caution or restraints from those in authority over him. After the parent discovers the fault there is often a pathetic struggle, perhaps attended by many maternal tears, and then a compromise; that is, the boy tries in vain to quit and finally agrees to compromise on a pipe. But he will likely violate every rule of good conduct ever taught him by his parents before he will give up the habit entirely. All his best mental attitudes and disposition now come to him as result of his smoking, and the converse is true whenever he attempts to quit.

But parents must learn more about the nature of this insidious habit and prevent its being taken up. The following methods of prevention have been reported effective: (1) Begin to talk to the boy as early as his sixth

or seventh year about the matter and make a strong appeal to his sense of honor. Do not be too insistent and threaten to inflict punishments, but indicate rather that you think him too worthy to take up such a practice. (2) Offer to set aside some material or pecuniary reward to be paid when he becomes of age, provided he continues his total abstinence, and add to this the sentiment that he may then do as he pleases. Never ask a boy to pledge away in advance the years of his manhood. (3) Remind the boy in every possible way how much concern you have for his well-being, and how much you are willing to sacrifice for him, and how anxious you are to be true to him and to help him. He will then likely never break faith with you. (4) Keep in touch with the boy and know at all times his joys and hopes and aspirations. Be his companion and adviser and true friend and he will respect your wishes in regard to him.

It is the misfortune of most boys and some girls to be misunderstood by their parents. There is no nobler and more praiseworthy service to be performed by parents than that of presenting to the world the rare gift of well-born, well-reared sons and daughters. Let all parents study their children more and learn to be their exemplars and boon companions, and humanity will receive a great benefit as a result. There is latent within the ordinary boy much that is clean and ennobling and inspiring. Find it, fond parent, and bring it to realization, and you will live to see the day when a beneficent Providence will reward you richly for all the care and painstaking it involves.

What Constitutes a Good Mother?

By MARY HARMON WEEKS.

If everybody could answer at once the question, "What constitutes a good mother?" the unanimous reply would be "Patience." Probably this is the correct answer, but should it not be given with restrictions? Not all sorts of patience are desirable, not patience with all sorts of things. There is sometimes a noble impatience of wrongdoing that seems to accomplish more than the all-enduring can possibly bring about.

The kind of patience which the mother most needs is that which is able to make large allowance for the natural feeling and exuberance of youth. It is the small offenses that are most trying and that rightfully demand the greatest stock of patience. Yet in our dealings with them we most often fail of patient treatment because we are so far away from childhood as to be out of sympathy with it. Among the greatest trials which mothers encounter are the continual lapses from good manners or polite usage and the as continual necessity for repetition of instruction. We are too prone to forget that all these usages are highly artificial, and that the child is very close to nature. Have you ever considered what a tremendous stock of patience the child must have to endure constant correction for acts which are perfectly natural and not bad in themselves, but bad simply because usage has made them so?

Respect for herself must be one of the earmarks of a good mother, for how can she expect to win the respect of her children if she have none for herself? To respect her motherhood and to teach her children to respect it

is a duty which she owes to society, To accomplish this result she must be to a certain extent self-considerate. Sometimes I have thought that the selfish mother is better than the self-effacing one, because she cultivates the beautiful quality of service which is often entirely lacking in families where the mother has no consideration for herself and makes no effort to cultivate it in her children. But neither of these is the good mother, who requires as respectful a consideration for her own likes and dislikes, her personal needs and comforts, as she gives to those of her husband and children. This does not mean, of course, that she can ever expect a like return in results, but the disposition to be considerate of the mother is to be cultivated. We are often inconsiderate in our demands upon our children, interrupting their play at most thrilling moments to ask them to run our little errands or to do many of the household services that seem separately so small, but which collectively must often be very trying to little legs and unseasoned tempers. It is equally true, however, that mothers are subject to the same kind of interruptions, and the self-respecting and self-considerate mother will be able to make the child understand that domestic relations always involve reciprocity. In fact, this understanding is one of the highest qualifications of citizenship.

This mother that we are building must also be sympathetic but not verge too closely on the sentimental. The woman who has a close sympathy with the joys and sorrows, the capabilities and limitations, the aspirations

and failures, of childhood can be allowed a considerable lack in other qualities. Some mothers mistake a disposition to spare children all the annoyance and pain of their own carelessness or misdeeds for a true sympathy; but true sympathy sorrows for the suffering while it realizes the justness of it. Many of us fail of real helpfulness as mothers because we have not the point of view which sees things from the side of the child. On the contrary, we insist upon judging all his childish affairs from our grown-up theories, forgetting that children do not develop along the same lines, or even by the same laws, that govern the adult. In point of fact, the child is not really born till adolescence is accomplished, and needs the largest sympathy in its limitations.

The best character may be formed where there is both a high temper and a strong will, but they necessitate on the part of the mother, who must direct the two, a self-control that will react on the child. Perhaps we shall not greatly err if we rank the power of self-control with patience in importance. Probably, if we had perfect self-control, we should be armed against the great majority of the mistakes to which we must confess, and we should furnish to our children such models of conduct that childhood would be revolutionized. Unfortunately, we do not live in the millennium, and mothers do sometimes lose self-control. The hasty decisions, the unjust judgments, the bad examples, are the signs that rise to reproach us. There are many things that make it difficult for us always to maintain such command of our irritable nerves as

satisfies our ideal. We are quite human, though our theories are right. But there is one thing that the good mother can do, and that is to refrain from the things over which she has dominion and which she knows put her into such a mental or physical state that she finds control difficult. A little self-study will help in this matter, and it is a wise plan, when the after-clap of humiliation comes, to diagnose the case and learn the real cause.

Late hours, overeating, improper or unsuitable clothing, too many duties outside of home, too much club work, too many visitings, too much reading, too many frills put on the clothes of our little ones or on those of our own, too much dwelling on the good fortune of our neighbors and our own misfortunes, and largely insufficient food, are some of the trivial causes that make it difficult for the mother to hold her temper in control. Whatever it is, find it and cut it off. It is said that the irritableness of school children is much more largely due to insufficient nutritious food than to overwork in studies, and I believe that much of the lack of self-control in mothers is due to the same thing. Learn what preparations of food are nutritious and palatable and eat them for the sake of your self-respect.

The good mother always has a system in work or study, and requires something of the kind in her children. In this way only can she find the hours for her own relaxations and for those good times together which children so enjoy. There was an age when children could grow up as nature pleased, but nowadays they must grow up as life pleases, and this means a training irksome at times to both mother and

child. Therefore the mother should have a well-defined method in the rearing of the home flock. Not an inflexible one, not one to be changed each time she hears some other person's theory, but one capable of such additions and curtailments as are adapted to her special needs, and she should carry out this plan with iron hand behind soft fingers.

We should wish for the mother something to do outside her home, that she may bring the best from the outside world back with her, and thus break up the humdrum of every-day care and thought.

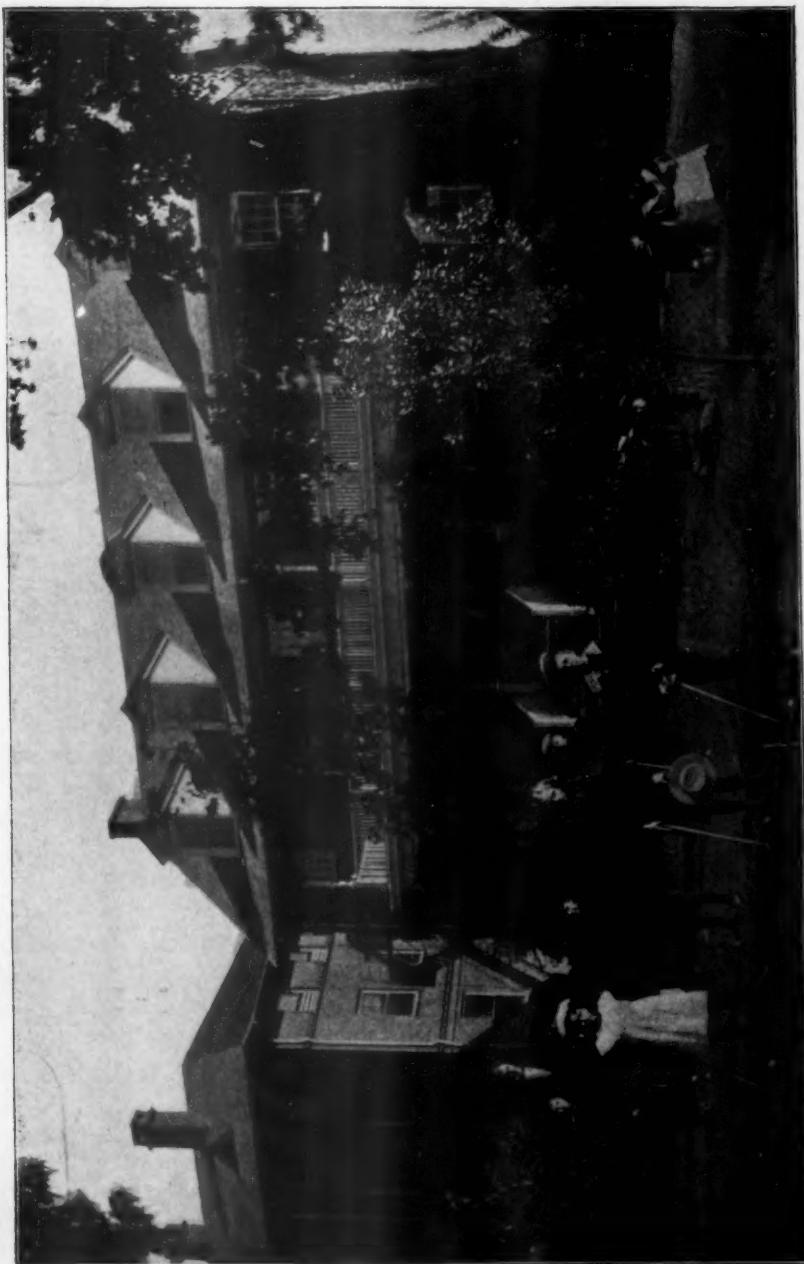
We should choose that the mother be highly educated, but usually she is not. She can, however, make of herself an intelligent mother, and this goes much further than mere schooling. I am often surprised to note how little use mothers make of what book knowledge they have, and how little effort they employ to increase that knowledge. The newspapers we have with us always and, properly used, they serve as educators, for they bring to almost every home the great public events that are making our history, and which are certainly important to the mother, who has almost exclusively in her hands the training of our future voters. There is also in the great newspapers much general matter bearing on mother and home. But we find too often that mothers overlook these two really valuable departments of the daily press and waste their time and degrade their minds by reading sensational accounts of wrongdoing, thus associating themselves with characters with whom they would not be seen in public, and whom they would not

think of inviting to their homes in person.

Edward Everett Hale said: "Touch shoulders every day with some mind greater than your own," to keep you at least at your level. Our public libraries, with their sub-stations, give every mother who has time to read the worst parts of the newspaper a chance to touch shoulders, if she casts out accounts of murders, assaults and trials, and the bargain pages when she has no money to spend. There are dozens of books as interesting as any of these news features, and free from all their dangers. These stories may help in many ways in training the little ones. There are few American mothers who are not familiar with some school readers, and all the lessons in these can be used as stories for the children, or to point a lesson in morals or good conduct. Children are easily led by such things.

We choose for this good mother perfect sincerity and truthfulness. Just why we should think it necessary to deceive the little ones so often is hard to determine. We answer their questions with half truths which seem to them false when the truth is known. To save a fuss, we put them off with evasions. They hear us describe things with what seems to us a very little deviation from the facts for the sake of effect. A street car fare is saved by a loss in the child's age, or he grows older when we want to enter him at school. Then we wonder why he is untruthful and deceives us. The good mother realizes that children learn by example, not by precept, and tells the truth to them and before them.

Above all, we elect that the good



Pennsylvania Home for Teaching Speech to Deaf Infants

mother shall be the good wife. It is impossible to train children rightly in the home where discord prevails, or where the mother continually interferes with the father's brief efforts at discipline. Men are more virile in their treatment of childish faults than are women, and the soft mother heart is sometimes sorely tried when father seems too severe, or does not make due allowance for childish weakness; but it is better that the child should be a little too severely treated, its feelings a little hurt, than that it should once realize that the mother is taking sides. To be a good wife, the mother must not be wholly absorbed in her children. She chose her husband first, and it is much better for the little folks to feel this every day. In the earlier years of the children's lives the father is largely dependent upon the mother for the impression which the children

have of him, as he does not see much of them, and they are so dependent on the mother that they naturally follow her lead. She must teach the baby to know and love and respect father, that the few brief moments which he can devote to making the acquaintance of his boys and girls may be the happiest home time of all.

To conclude, the good mother is not yet the perfect mother and never will be. She is only the one who has an ideal and lives as near to it as human limitations and present conditions allow. She is not too much overcome with humiliations by her frequent failings short of her ideals, because she knows that her children soon learn that no one is altogether perfect, and that they soon recognize her ideal and judge her by that, making always large allowance for the trials given by their own shortcomings.

One Woman's Service to Childhood.

The fate of the deaf child has been a sad one. Mothers have taken it for granted that a child deprived of hearing could not learn to speak, and thus to be deaf was to be dumb also. The finger language was invented, and almost every State provided a deaf and dumb asylum, where separated from the rest of mankind the deaf were condemned to communicate only by signs, were limited in their choice of a profession and isolated from the life of normal men and women. These asylums rarely took children before they were eight years old.

The years in which the normal child learns to speak were neglected and at eight years of age the child handicapped by deafness was introduced

into the exclusive companionship of children similarly afflicted, there to learn sign language. This, of course, precluded the possibility of intercourse with the world. It limited his acquaintance to deaf children, with the natural result that intermarriage among the deaf and the continuance of the defect for succeeding generations was, and is still, a common occurrence.

So little did the teachers of deaf children realize that it was possible to teach them to speak, that one of the heads of a large institution for the deaf, only a few years ago, went so far as to advise that sign language should be taught in the public schools,

that all might thus speak with the deaf.

Two mothers of deaf children were the discoverers of the fact that deaf children could be taught to speak at the natural age. The wife of Governor Lippett, of Rhode Island, had a deaf child. Patiently she strove from infancy to teach her to speak, and to take her place among other children in school life. Success crowned her efforts. Another mother, at about the



MISS MARY S. GARRETT

Philadelphia

**Chairman Legislative Committee, National
Congress of Mothers**

same time took the same course with her child, and with equal success. The fact was proved beyond a doubt that a great wrong had been done to the little deaf babies, that the supposition that they were dumb was not correct.

At this time two sisters, Miss Emma and Miss Mary Garrett, of Philadelphia, became deeply interested in the revelation of the possibilities of the deaf. They worked earnestly to show mothers that they could teach their deaf children to speak.

In February, 1892, with eleven children as members of their household the Penn Home for Teaching Speech to Deaf Infants was opened.

The success of their experiment was so convincing to the Pennsylvania Legislature that in June, 1893, their modest little school was adopted by the State as its own child. Other institutions for the deaf receive State aid. This one is supported entirely by the State, and its officers and managers are appointed by the State. Pennsylvania has the unique distinction to-day of being the only State which offers to its deaf children the possibility of learning to speak at the natural age, for this home takes children from two to eight years of age. If the child does not come at two, he must stay a correspondingly longer time. Six years are required for his instruction in speech and lip reading. No signs are ever permitted.

To-day two beautiful houses are the homes of sixty-five little deaf children who are learning the same lessons that other children do, reciting in their classes, chattering to each other in their play, conversing brightly and happily with their teachers at meals, talking over the seeds and plants which they cultivate in the little garden assigned to each child, and playing games as others do.

Miss Emma Garrett gave her life to establishing the principle that deaf children could, and should, speak as other children do. She was called home July, 1893. Miss Mary S. Garrett thus felt the entire responsibility was on her, and bravely has she carried forward the work which she began with her sister.

Seventeen years have passed since the home was opened. Seventeen years of beautiful service to helpless, handicapped little children. Living with the children, training the teachers to teach them, training the house mothers, developing a system of voice culture, Miss Garrett's motto has been: "Obstacles are things to be overcome." Sufficient time has elapsed to prove the truth of Miss Garrett's belief that every deaf child can be taught to speak, and can be fitted to attend school with hearing children, to learn his trade with normal children, and to live in the world, self-supporting, in places heretofore closed to the little deaf ones.

At eight years of age the children in the home are ready to attend the public schools, and countless letters from school principals tell of their wonderful progress, showing that the groundwork has been well laid. The majority of these children come from very poor homes, but such care is given to every detail of their education that no child from the best home or school is better equipped with the little refinements that mark the usage of society than are these little deaf children. Their faces radiate happiness. They live in an atmosphere of love, and they respond to it, so that instead of the dull look so usual in deaf children, these little ones are more vivacious, their faces are more expressive of every emotion than is true with the average child. Question them on any subject, and they reply quickly and with intelligence above that of many normal children.

It can be but a question of a few years when the object-lesson which has been given in Pennsylvania, by

the State and by Miss Garrett, must lead to the remodeling of methods in every institution. The children will become a part of the community. The State will be spared the expense of maintaining them, for they will become self-respecting, self-supporting citizens. Not the least part of Miss Garrett's great work will be the note which sounds the possibility and methods of eliminating deafness.

Governor Stuart recently, in a public address, paid high tribute to the work for society which Miss Garrett has so ably conducted, winning success against many obstacles. She who gives to the imprisoned soul of the deaf child the power of expression, the ability to be a man among other men, to avail himself of the advantages afforded to ordinary men and women, has opened the doors of opportunity which will make the world richer. A life's devotion of two noble women will eventually make brighter the life of every child who comes into the world handicapped by deafness. It is no longer a theory, but a proved fact that the deaf can speak. Every year that institutions are continued using sign language but adds to the wrong which for so many years has been unwittingly done to the little deaf ones.

No child who has taken the complete course in Miss Garrett's home has failed to make good. Miss Garrett has proved beyond a shadow of a doubt that every deaf child should have the opportunity to learn to speak in infancy. She has proved that to condemn children to go through life dependent on sign language, or even conversant with it, is a great injustice.

Fourteenth Annual Convention National Congress of Mothers and Parent Teacher Associations, Denver, June 10-15, 1910.

For the Welfare of the Child.

Mrs. Henry J. Hersey, president of Colorado Congress of Mothers, has completed the organization of the local committees. Everything will be done for the comfort and pleasure of those who attend.

The National Congress of Mothers believes that disease and crime are largely the result of mistaken methods of dealing with children. Yellow fever and smallpox have been almost eliminated by removing the causes of these diseases. If fathers, mothers, teachers and city and State governments knew more of children's needs half the babies born would not die before they are five years old, and hospitals and prisons would not teem with physical and moral wrecks.

The National Congress of Mothers believes in the infinite possibilities of childhood for health and goodness. It is not surprised at the failures when child nurture is almost the only line of education entirely ignored.

Give the children the influences in home and school, Church and State, that will intelligently develop them and the causes of disease and crime are wiped out.

Mistaken methods in home or school or State are responsible for most of the failures. The National Congress of Mothers has studied the causes of disease and crime and is seeking to help childhood in the ways which count for the most. Come to Denver June 10-15. The Congress welcomes all who would promote the conservation of the children. *SUBJECTS ON PROGRAM ARE:*

- Saving the Babies.
- Helping the Erring Boys and Girls.
- The Home's Responsibility for Health, Morality and Good Citizenship.
- Education in Home Making.
- The Problems of Rural and City Homes.
- Conference of Deans of Women's Universities and Parents on Normal Relation of Social Activities to College Life.
- The College Woman's Greatest Need.
- Student Government (Solution of Social Problems).
- The Art of Home Making.
- Its place in College Curriculum.
- Training for Citizenship.
- Domination of College over Preparatory Education.
- Opportunity of Parents' Associations for Child Study and Child Nurture.
- In relation to Health to Mental and Spiritual Development.
- To social and Community Improvements.
- A National Department of the Government for Child and Home.
- A Discussion Luncheon at the beautiful County Club.
- Receptions in representative homes of Denver women.

Miss Wolcott's reception to visiting delegates will be a delightful feature of the Congress. Miss Wolcott has one of the finest schools for girls, and extends this courtesy to the Congress.

An all-day trip over the famous Moffatt Road.

The Woman's Club of Denver has graciously offered its spacious club-house for the convention.

The Committee on Hotels has arranged with the Brown Palace and the Metropole to accommodate all delegates. The Metropole is directly opposite the Brown Palace, which is a very desirable arrangement; as it makes it easy for social intercourse.

Railroads will issue special folder regarding railroad rates.

ARE YOU GOING TO DENVER?
HAVE YOU EVER ATTENDED
A NATIONAL CONGRESS OF

MOTHERS? If not, Denver, with its open hospitality, its wonderful work for child betterment, its scenic beauty will be a proper setting for a convention for child-welfare.

You can linger there for weeks visiting its mountains, the homes of the cliff dwellers, and its wonderful gorges and irrigated lands.

Are you a member of the Congress? If not, now is the time to join. Former President Roosevelt (father, statesmen, scholar), says: "The National Congress of Mothers is the organization for which I care most. It is doing the vital work in a sane and healthy way." Send your name to the National Secretary, Mrs. James McGill, 806 Loan and Trust Building, Washington, D. C.

MRS. FREDERIC SCHOFF,
President,
3418 Baring St., Philadelphia.

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Rooms without bath 1 person, \$1.50 and up.
" " 2 persons, 2.50 and up.

" with " 1 person, 2.50 and up.
" " 2 persons, 4.00 and up.

" " 1 person, 3.00 and up.
" " 2 persons, 5.00 and up. (better rooms.)

All the rooms are good—even the cheapest ones.
Meals a la carte.

RATES AT THE METROPOLE.
Directly opposite the Brown.

Rooms without bath 1 person \$1.00

" " 2 persons 1.50

" with " 1 person 2.00

" " 2 persons 3.00

Meals at the hotel. American plan, \$1.50 per day.

A LETTER TO ALL READERS OF CHILD-WELFARE MAGAZINE

DEAR FRIEND IN SERVICE:

Will you greatly assist the work of the National Congress of Mothers' Publicity Committee in one or more of the following ways:

1. Request the pastor of your church to have printed all or part of the announcement found elsewhere in this MAGAZINE concerning the National Congress at Denver copied in his Sunday leaflet. Ours is a righteous cause.

2. Ask the president of your club to announce the same from the platform.

3. Give the article to at least one editor for publication in your local paper. Request him to give it prominence.

4. Please mail the entire page of your home paper, on which this appears, to the

National Chairman of Publicity,

Mrs. EDGAR A. HALL,
2931 Fulton Street, Chicago, Ill.



The one day scenic trip, known as the Moffat Road, which takes the traveler from summer's glow to winter's snow, is one of the most popular summer trips that can be taken by visitors to Colorado. On taking this trip you leave Denver at 8 o'clock in the morning, and by noon stand on huge banks of perpetual snow, 11,660 feet above the sea.

The first forty miles of the trip is made through beautiful scenery, which borders upon the canon of South Boulder Creek, and is considered as fine as can be found in the West. The Moffat Road, unlike many scenic trips, does not follow the windings of the stream, but climbs the ridges above the water courses, and ascends toward the crest of the Continental Divide, by means of devious windings, which disclose a wonderful view of the surrounding mountains.

One of the most remarkable scenes upon the trip from Denver to the crest of the Continental Divide is Yankee Doodle Lake, a beautiful body of water which nestles in the shadow of the lofty ridge which forms the top of the Divide, 11,660 feet above the sea. This lake is the crater of an extinct volcano, and accurate soundings, taken by experienced engineers, proved that it has a depth of 400 feet. By many it is supposed to have a subterranean connection with other bodies of water in distant parts of the mountains. This beautiful lake is entirely encircled by the rails of the great scenic railway, and after circling its shores the train ascends to a point thousands of feet above the lake by an intricate winding road and reappears, so that the traveler can look from the windows of the coach down upon the emerald-like waters of Yankee Doodle Lake, around which he has passed but thirty minutes before. This scene is one of singular novelty and charm, and is perhaps the most famous among the hundreds of delightful scenic spots between Denver and the end of the one day trip.

At last the train reaches the very crest of the Continental Divide, 66 miles from Denver, and here, even in the summer time, vast fields of perpetual snow stretch in limitless expanses on either side of the track. Under the blaze of a July or August sun tourists daily enjoy the novel feat of pelting each other with snow balls, or sliding down the immense banks of snow on small sleds, which are improvised by those who spend a day in this delightful spot. The train reaches Denver again at 6 o'clock in the evening on the return trip.

The equipment of the Moffat Road is of the most comfortable character, and the ordinary fatigue of a trip in the mountains is obviated by taking this line. The tourists return to Denver in the evening laden with huge bunches of mountain flowers, which they are able to gather at nearly every point along the line. The trip is refreshing and comfortable, as well as novel and delightful, and these characteristics induce thousands of tourists to take this celebrated one day scenic trip every day during the summer months.

Playground Department, National Congress of Mothers

No more important or effective work can be done by the Circles of the Mothers' Congress than to promote playgrounds in their various cities. Such work is important because it benefits the child, the chief concern of any mother and benefits him to an incalculable degree. It can be made effective, because the labor involved to secure success is far less than in any other direction.

Playground work is not altogether new, but public recognition of its tremendous power for good has come only recently. Indeed, no other public reform or improvement, if it can be called such, has sprung so greatly into general favor or accomplished so much good in so short a time.

The movement received its chief impetus just about five years ago by the establishment of the playgrounds or recreative centers in the South Park District of Chicago. New York, Boston and other cities quickly took up the work, and millions of dollars have been and are being spent by public authorities for the good of the child.

Not less important has been the magnificent help afforded by the National Playground Association. This organization has been most successful and in its enthusiasm is striving to increase the quality of playgrounds already established rather than to encourage the starting of too many new ones. This association stands ready to assist in every manner possible in the work. Its field secretary is Mr. Lee F. Hanmer, No. 1 Madison avenue, New York city.

The good that can be accomplished is beyond calculation. First, the playground provides watchful care for the child when least under restraint; secondly, unconsciously educates him in lessons to be learned neither at school nor at home. All mothers realize how much good play does for the child if it be the right kind of play.

The establishment of the playground means the purchase or acquisition by public authority of a suitable tract of ground for the purpose of play; its equipment with proper facilities, and its adequate supervision.

The size varies from a few lots to as much as forty acres.

The equipment consists of athletic fields, running tracks, gymnastic apparatus, swings, merry-go-rounds, trolleys and other devices for youthful enjoyment, wading pools, shower baths, swimming pools, sandpiles, indoor gymnasium and neighborhood center buildings, useful for any recreation, rest or literary purpose.

The equipment should be such that the child will want to do his playing there rather than in the street or alley.

The supervision is the most important of all. The usefulness of the lessons taught and the absence of every demoralizing feature depends on those in charge. It is better to have no playground than to have one poorly managed.

Fortunately, the National Playground Association is developing a

corps of young men and women especially trained for the work.

While the good that comes from healthful bodies should not be minimized, that is no less important than the opportunity to form character on the playground. The child is best taught by example.

The hero of the playground is not the child who swears, or who indulges in evil in any form, but the one who is vigorous and clean.

The child of the rich learns democracy and equality; the child of the poor has a chance to play that he finds not elsewhere.

The spirit of fair play and honest endeavor prevails; high standards of excellence, both moral and physical, are unconsciously achieved, and there on the playground the body is built up and the spirit that makes better men and women is developed to a surprising degree.

Work of this kind must appeal to the mother's heart. What a relief to the mother's mind to know her child is playing in a way that is developing both body and character!

Who, then, is so interested in the promotion of the playground movement as the mothers of America? It is surprising how only a little work can be made most effective. It calls for a persistent demand upon public authorities. All officials have the handling of large sums of money, and almost invariably will hearken to any small demand that they think will bring proper applause.

Let each local circle take up the question first among themselves, thoroughly understand the question in all its phases, communicate their enthusiasm to a few influential citizens,

arouse the press in their interests, and then make a united and persistent demand on behalf of all the mothers for a small playground; the entering wedge has been driven in this way. Experience shows that the child question appeals to the father as well as to the mother, and that a petition backed by the mothers of a community receives attention to a surprising degree. While the first appropriation of public money may be small, the great value received from the first expenditure will be so apparent that it will be easy to get the money to further push the work.

This department has just been organized. It will be the aim in the first instance to present the playground question fairly to parents. We hope to arouse interest and to get the work started. Where playgrounds have already been established we urge that the mothers' circles take an active interest at once, in making a success of what they have. But where none have as yet been started, the local circle should have the honor, and it is its duty to take the initiative.

In every circle there is at least one mother who will make the start. It needs only one. Many others will follow.

We urge you (the more the better) to write to the Playground Committee stating the situation and asking for suggestions and help; they will be gladly given.

MRS. W. M. DOWNING,
*Chairman Department of Play-
grounds,*

839 Equitable Bldg.,
Denver, Colo.

Mrs. Margaret Deland on Divorce

"The modern woman's individualism is small and selfish. Her sense of responsibility is shallow, emotional and ignorant. One outcome of the constantly increasing spirit of individualism is the rapid increase of divorce.

"I admit that it is frequently better that two persons who have married each other should live apart, sometimes for one reason, sometimes for another. It is even true that some women when leaving their husbands do so from a sense of duty. They feel that it would not be right for them to stay with them.

"But in such cases a separation is all that is necessary, and I think that it is all that is justifiable. I am afraid that we cannot close our eyes to the unwelcome truth that the majority of divorces are obtained with the prospect in view of a subsequent union with another person who it is presumed will be more congenial. The question of personal happiness enters

in. But the individualist asks, 'why shouldn't I be happy?'

"No one has a right to be happy at the expense of society. These persons make a mistake in assuming that the object of marriage is happiness. Happiness may be an incident of marriage, but the purpose of marriage is to insure the permanence of the family. Divorce threatens the permanence of the family, therefore it is preferable that the happiness of individuals should be sacrificed rather than that divorce should come to be looked upon as the natural panacea for all matrimonial woes. Duty is a higher word than happiness.

"I am sorry to be obliged to say that women seem to grasp at this solution of their troubles much more frequently than do men. Men seem to be more prone to play the game, to abide by the contract even if it hasn't turned out just as well as they hoped it would."

Love

True worth is in being, not seeming—
In doing each day that goes by
Some little good—not in the dreaming
Of great things to do by and by,
For whatever men say in their blindness,
And spite of the fancies of youth,
There's nothing so kingly as kindness,
And nothing so royal as truth.

We get back to our mete as we measure—
We cannot do wrong and feel right;
Nor can we give pain and gain pleasure,
For justice avenges each slight.
The air for the wing of the sparrow,
The bush for the robin and wren;
But alway the path that is narrow
And straight for the children of men.

'Tis not in the pages of story
The heart of its ills to beguile,
Though he who makes courtship to Glory
Gives all that he hath for her smile.
For when from her heights he has won her,
Alas! it is only to prove

There's nothing so sacred as honor,
And nothing so loyal as Love!

We cannot make bargains for blisses,
Nor catch them like fishes in nets;
And sometimes the thing that our life
misses

Helps more than the thing which it gets.
For good lieth in pursuing,
Nor gaining of great nor of small,
But just in the doing and doing
As we would be done by, is all.

Through envy, through malice, through
hating,
Against the world early and late,
No jot of our courage abating—
Our part is to work and to wait.
And slight is the sting of his trouble
Whose winnings are less than his worth;
For he who is honest is noble,
Whatever his fortunes or birth.

—ALICE CARY.

AIMS AND PURPOSES OF NATIONAL CONGRESS OF MOTHERS

To raise the standards of home life. To develop wiser, better-trained parenthood. To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may cooperate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To use systematic, earnest effort to this end, through the formation of Mothers' Clubs in every Public School and elsewhere; the establishment of Kindergartens, and laws which will adequately care for neglected and dependent children, in the firm belief that united concerted work for little children will pay better than any other philanthropic work that can be done.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to cooperate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm, the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.

State News.

ARIZONA

ANNUAL SESSION OF MOTHERS' CONGRESS

The annual convention of the Arizona Congress of Mothers was held February 4, 1910, and was well attended by members and others interested in the work of child study conducted by the various school circles as auxiliaries of the Congress.

The afternoon session began at 3 o'clock with silent prayer, followed by the reading of a poem, and a piano duet, "Carnival of Venice."

The minutes of the Congress were read, as were reports from the various child-study circles, showing them all to be in a thriving condition and recounting the achievements of the past year. Reports of the secretary and treasurer of the Congress were also read.

The next event was a discussion of what might be termed the policies of the circles; whether the tendency of the organizations in striving to accomplish so many things for the material welfare of the children, such as raising money to supply desirable things for the equipment of the school houses, and the friendly rivalry of the circles to this end, does not have the effect sometimes of leading the members to overlook the matter of actual child study, the chief purpose of the organization.

Mrs. Stanford Colier talked on "Child Welfare," a magazine recognized as the organ of the National Congress of Mothers. There was also a very interesting talk by Mrs. B. A. Fowler, who is regarded as the originator of the Mothers' Congress movement in Arizona. Mrs. Emory Kays, the president of the Arizona Congress, spoke on the observance of

"Mothers' Day" in Arizona, as it is annually observed in May in other states and territories, and a motion recommending the inauguration of that custom here prevailed.

In the election of officers Mrs. Kays was again named as president of the Arizona Congress; Mrs. Ancil Martin, vice-president, and Mrs. H. B. St. Claire as secretary and treasurer. A vote of thanks was passed to the retiring secretary and treasurer, Mrs. H. H. Vinson.

Chief Justice Edward Kent was introduced for an address on the subject of the juvenile court, an institution which has had the hearty support of the Congress of Mothers from its beginning.

An original poem, "Did the Children All Pass?" was read by Mrs. Andrew Downing. This was followed by a social hour in which coffee, cake, etc., were served and enjoyed by all.

Herewith is presented the annual address of Mrs. Emory Kays, president of the Arizona Congress of Mothers. Its subject was the "Purpose of Child-Study circles."

"In coming before you as president of the Arizona Congress of Mothers, it is my pleasure to greet you and extend to all a hearty welcome; to express gratitude for your presence here and a hope that its influence means future progress in our work, till we attain success to crown our earnest effort.

"As we present to you to-day the fourth Arizona Congress of Mothers, it is not with a feeling of entire satisfaction in work accomplished, but we give full value to the work done, and feel a full appreciation of the untiring efforts put forth by many mothers during the year just closing.

We are not unmindful of the willing co-operation of teachers and school officials.

"Though unable to suppress a regret that a large number of mothers who might unite in this effort in behalf of childhood in the home and the school, still are we pressing on to another year's work, supported by the hope of correcting the errors of the past by better conditions and surer methods for the future. As the impulse of this work in the interest of the children and youth of our land (the influence of which will extend even to coming generations) is born of love for humanity and pity for the unpropitious conditions surrounding much of the childhood and youth in our midst, we make an earnest appeal to the mothers and fathers of Arizona to enlarge our ranks. Much may be done by a few broad-minded mothers, yet a more universal united effort may accomplish greater and better results. The influence of one good mother is far-reaching, almost limitless in its effects. What must be the influence of thousands of mothers united to further the interest of home and childhood! It has been said that next to the Heavenly Father's love for His children, and more akin to it than anything else, is the mother-love; that when mother-love approaches most nearly to the divine it recognizes in every child one of His little ones, who is therefore worthy of the highest and best we can give Him.

"Some years ago a few unselfish women in and near the national capital, realizing that the two educational forces of the world—the home and the school—were slowly but surely drifting apart, a wrong condition, and believing a united effort on the part of parents and teachers would do much to avert this wrong condition, determined to unite and clasp hands across the chasm by saying: 'A common purpose must unite us.' The interest grew, resulting in the organizing of the National Congress of Mothers. From this have grown parents' auxiliaries, called Child-Study Circles, as a possible channel through which to spread the good for childhood to all parts of the country, in every state. The National Congress of Mothers has achieved much good. Its influence and its field of activity have so broadened in a dozen years that it has become international. Yet, what it has accomplished is only a drop in the bucket compared with what might be done if every community where there are children became interested to make use of the helpful suggestions of the Congress.

"Every home, every school, every community needs the inspiration and uplift of organized motherhood. May we say further that every mother needs the moral influence of effort put forth that not only benefits her own child but other children less favored than her own. Doubtless

some who are present have not a definite idea of the purpose and aim of the mother circle work, its scope, its possibilities, which are closely allied to that of the National Congress of Mothers."

CALIFORNIA

There is no working body in the California Congress of Mothers which is making more marked progress than the state membership committee, of which Mrs. C. C. Noble is chairman.

Expansion of the organization is the watchword and hundreds of faithful women are at work, under direction of these committee women, building up the Congress vigorously, hopefully and with the fixed faith of those who labor in a cause worthy of humankind.

The present state membership committee has been at work two years. The activity of the body is indicated by the fact that the organization is working in every one of the 142 circles attached to schools.

Each member of the committee is held responsible for ten schools. They must notify the state chairman of all changes in addresses of circle officers so that printed matter can be kept up to date. They must see that circle presidents appoint a chairman on membership for each school branch and then assist this chairman in every way possible to bring her work to successful development.

Committee members must interview principals of schools which have no Parent-Teacher associations, interest them in the work and request the privilege of organizing.

This organization has constant requests for printed matter and outline of work from various cities and states. The committee follows up the work of the corresponding state secretary and asks inquirers in California if they have formed a Parent-Teacher association and, if not, apply for permission to form such organizations.

The committee has an associate membership card which anyone may secure by the payment of \$1 and thereby demonstrate their interest and appreciation. Another system which is being arranged is one of rapid communication throughout the entire state body. Each member of the state membership committee being responsible for ten schools, is expected to appoint a chairman on membership in each circle. Each circle chairman is expected to secure from the secretary's book a complete list of paid-up members, their addresses and telephone numbers. With this system perfected, Mrs. Chalmers Smith, state president, will be able to circulate any notice or call through the entire membership within a very limited period of time, reaching the thousands of members.

Two plans have been tried successfully to gain members in circles. One is that of having a general chairman in each school; under her having a chairman in each grade to call upon mothers who have children in the room they represent, all reporting to the general circle chairman.

The other plan involves two general chairmen in each circle, who divide up the active members among them and contest in friendly manner for the greatest results in new memberships.

Since the California Congress of Mothers' Convention in November, 1909, 223 letters have been written by this committee. Also 208 calls have been made in the school and home, twenty-six new schools have been organized and fifteen reorganized.

"We have proved in our work," said the chairman, Mrs. C. C. Noble, "that the call in the home has been highly effective in creating an interest among newcomers and mothers who have not been associated with the circles.

"Our state is full of strangers, and many times we have been told that our members have been the only women to call upon them."

Mrs. C. C. Hawcroft and Mrs. F. W. Walters will represent the Main Street Parent-Teacher Association at the National Congress to open in Denver, June 10. They were elected at the monthly meeting on Wednesday.

COLORADO

The Colorado Congress of Mothers, among its ardent workers, has one Committee which is doing most efficient work. This is the Literature and Program Committee, of which Mrs. Fred. Dick is chairman. During the past year, this committee has collected, classified and compiled much valuable material for use at the various mothers' meetings. Any circle in the state, upon application to this committee, will be provided with a program, a paper or a speaker upon any subject desired. During the month of February new circles were formed at the Ashland and Grant schools, and the following meetings were held:

Hygiene. Dr. Nettie Bolles. Elyria—
Smedley: The House we Live in; Child
Hygiene Dr. Nettie Bolles
Elyria: Practical Hints to Housekeepers
Mrs. Fred Dick
Gilpin: Nature Study in the Home
Mrs. Harry Brooks
Ashland: The Home
Mrs. Henry J. Hersey

Grant: Harmony Between Home and
School Mrs. Ellis Meredith,
Mrs. Liska Stillman Churchill
Columbine: Amusements versus Dissipa-
tion Mrs. Edw. P. Costigan
Evans: Relation of Juvenile Court to
Home and School

Judge Benj. B. Lindsey

The meeting at the Smedley school, which contains only the first 5 grades, was a most enthusiastic one. Dr. Nettie Bolles spoke on "Child Hygiene" and "The House we live in." There were about fifty mothers present, all of whom had an opportunity, in the social hour which followed, to meet and converse further with Dr. Bolles on the subject. Mrs. Boswell gave some excellent recitations. Mrs. M. A. Landers, principal of the school, and Mrs. Jessie DeLong, president of the circle, both expressed their hearty approval of the meeting, and a desire for another at an early date.

The meetings for March are well under way, and the calls upon the committee multiply as its work becomes known. The work of this committee is far-reaching in effect, and warmly appreciated by every circle whose call has been answered.

FLORENCE W. ALDRICH,
Chairman Press Com.

DISTRICT OF COLUMBIA

The Mothers' Congress of the District of Columbia is planning to organize many Mothers' and Parents' Circles in different sections of Washington. Mrs. DeRiemer, who has much experience in organization, has the work in charge. Monthly meetings have been held during the season. In April Trained Parenthood will be the subject, and Mrs. Schoff is to present it.

IDAHO

The officers of the Idaho Congress of Mothers have planned a campaign for the organization of the mothers of the state. A representative will be appointed in each county to organize mother's circles. County superintendents of schools are giving valuable aid to the mothers.

ILLINOIS

The most popular form of social enjoyment in the Englewood High School has been the monthly dances that were organized two years ago. For the nominal sum of ten cents admission we are able to hire a hall and excellent music, and the dances are rapidly growing in popularity.

Tickets are issued only at the school to assure a select party, and a committee from the Parents' Club is always present. There are always more applications than the hall will accommodate, and we feel that with the segregated classes this social life does much to promote school spirit and acquaintance.

The village board of Oak Park recently gave a piece of ground to the Parents' and Teachers' Association of Oak Park, to be converted into a playground.

Two of the public schools in Oak Park already have been given large playgrounds through the efforts of the Parents' and Teachers' Association.

At the West End Mothers' Council Daughters' Day will be celebrated, the daughters of the members being the guests and presenting the programme.

This council is one of the oldest Mothers' clubs in the U. S., having been formed in the same year that the National Congress organized, 1897. Under the auspices of the Council, the Illinois Congress of Mothers held an all-day session, March 31, at the Warren Avenue Congregational church. Luncheon served by the Ladies' Aid Society of the church. "Physical Culture in the Schools" discussed from its several viewpoints.

INDIANA

A Mothers' Club has been organized in Huntingdon. It is composed of mothers' with children under six years old. A kindergarten teacher has the care of the children during the meetings.

Greensburg also has formed a Mothers' Circle which is doing much to improve home life, and is coöperating with the churches and schools.

MASSACHUSETTS

Mrs. Walter Leroy Smith reports parents' organizations in eighteen towns in Massachusetts, and in some of these four or five circles have been organized. There will be a conference of these associations and others who may be interested at Worcester, Mass., April 22d, 23d.

Dr. G. Stanley Hall, Mrs. Schoff and Mrs. David O. Mears will be among the speakers. Mrs. Walter Leroy Smith will have an interesting report of her work in Massachusetts.

MINNESOTA

Fourteen parents' associations have been organized in Minneapolis through the in-

terest inspired by the literature of the National Congress of Mothers.

Hundreds of the pamphlets on How to Organize have been distributed, and already good things have been accomplished. A fine playground is one of them.

TEXAS

The Texas Congress of Mothers is working out the detail of state organization in a very definite, systematic manner which is bound to reach the mothers of every village and town.

County Organizers are appointed, and on March 12th fourteen counties held meetings of Mothers' and Parents' Associations.

This is the plan called for by the constitution of the National Congress, and it has excellent reason in the fact that mothers must rely on near-by sources for the inspiration and education in child nurture. The County Mothers' Congress can readily reach every home. It can take up local needs for child welfare. It can enlist all mothers by holding its meetings in different parts of the county.

Texas has over two hundred counties, but already the work has made good progress.

UTAH

Mrs. Clarence E. Allen, president of the Utah Congress of Mothers, reports that the Utah Congress intends to send ten life memberships to the National Congress of Mothers. Mrs. Thomas C. Kearns, Mrs. Mary F. Keith and Mrs. W. S. McCormick, all of Salt Lake City, have become life members of the Congress.

This is a very valuable way of strengthening the Congress, and may well be considered by other states.

WASHINGTON

A PARENTS' CONVENTION FOR THE DISCUSSION OF CHILDREN AND THEIR WELFARE

The first convention of parents in the Northwest was called by the State Normal School of Cheney, Washington, in November. Letters were written to every parent having a child attending the school, giving a detailed account of the physical condition, as determined by competent medical examination, the standing in the regular class-room work, and the customary application to school duties of that child, and accompanying this information was an invitation to attend the Parents' Convention

which was to be held on the above-mentioned date.

There was a gratifying response to this invitation. A large number of parents from all over Eastern Washington assembled on the appointed day; also a goodly number of teachers and other citizens was present. City Superintendent Watson, of the Spokane schools, sent five of his ward principals; the leading woman's club of Spokane sent a representative delegation, and all who came expressed satisfaction that such a movement had been started.

There was no set program, but the conference idea was carried out with a view to inviting participation in all discussions by the visitors themselves. The main theme for consideration was: "Are our boys and girls receiving their just proportion of attention? Are we earnestly considering to the proper degree the health, character, scholarship, environment and all-round symmetrical development of the rising generation?"

The relation of the normal school to the problem under discussion was brought out by brief statements on the part of members of the faculty as to the work being done by their departments. The conviction was expressed that the welfare of the child must ever be the central thought for the normal school if it hopes to accomplish the greatest and best work possible, and that the faculty must be chosen with a view to securing those only who have an intelligent burden of soul for humanity, and who are willing to live up to the ideal expressed in the words of Principal Sampson: "What I want for my own child, that I want for my neighbor's child." It was also clearly brought out that, if the teachers in such an institution, who have to deal with the young lives during their most plastic age, are to understand child life in its fulness, there must be a closer bond of fellowship and understanding between the teacher and the parent whose child is being taught. The teacher needs the advice, suggestion and counsel of the fathers and mothers in the work he is attempting to do. On the part of the parents also it is essential that they should come to understand the real point of view of the institution, and they can come to understand this only by personal contact with the members of the faculty. That a better understanding of the mutual responsibility of parent and teacher for the welfare of the child would be promoted by this conference was the hope of those who conceived the idea of calling it, and that hope was fully realized.

The faculty of the State Normal at Cheney has been working along certain definite lines in the educational field, and it was desired that the parents should offer any suggestions or criticisms that might occur to them, as well as to express

approval of the policies being carried out. Thus was the unique situation presented of fathers and mothers being called in consultation on the plans and purposes of the institution where their children were being educated.

The system of medical and dental examinations was fully explained, together with its bearing upon the physical and intellectual life of the student. It was shown that these records are kept on file, and used in determining the character and amount of class-work permitted to be carried, and the nature of the physical training prescribed or allowed.

The work in physical training was described, it being shown that the students are divided into three groups, according to their physical condition and needs. For those shown by the medical examination to be unable to stand heavy gymnastics, lighter forms of exercise are provided; for those with physical defects, corrective forms of exercise are given. The purpose in all athletics is to develop all students toward the ideal of physical perfection, rather than to secure a few phenomenal athletes at the expense of the neglect of the many. Under such a system the weak and physically undeveloped student receives his share of attention, and is not overlooked in the effort to put out a winning team for advertising purposes.

Self-government, based on self-control, is being developed through the operations of the Students' Council. This council consists of the ordinary executive officers and one member elected from each class. Matters of discipline, conduct and questions of propriety are brought before this council, and its officers are exercising a splendid influence for good among their fellow students.

Particular interest was manifested in the report of the faculty committee on social activities. This committee's work consists in promoting the social life of the student body. It assists in planning social affairs, provides chaperones for class functions, and seeks to act wisely in an advisory capacity without being dictatorial. Through its agency every student is made to feel at home, and is given an opportunity to be present at or to assist in some of the various forms of social entertainment given during the year. Wholesome amusement and uplifting social intercourse are thus given their rightful place in the life of the student.

The spiritual side of the normal student's life is carefully conserved, as was shown by the report of the committee on student health and welfare. The organizations of the Y. M. C. A. and Y. W. C. A. were shown to be in flourishing condition, each with a large and active membership and doing conscientious work. Devotional meetings are held each week by both soci-

ties. The young men's Bible class, led by a faculty member, and the meetings for Bible study of the young women are features of this phase of student life that result in much good.

There was active participation in the discussions following these reports, indicating the deep interest of the parents in these efforts that are being put forth by the Normal School to prepare their boys and girls for a more abundant life. As one lady who attended the convention expressed it in a letter to Principal Sampson on the following day: "To me the Cheney Normal had meant a place for the training of teachers, but now I know that it means a preparation for life."

The conference proper lasted for three hours, and was followed by an informal reception at which the girls of the mid-year graduating class served refreshments. In the evening the guests were entertained with a delightful Harvest Festival program, rendered by the Normal School students.

It was unanimously voted at the close of the session to make the event an annual affair, and an organization was completed for carrying into effect the wish so expressed. Hereafter, therefore, the Parents' Convention will be an annual feature of the Normal School program.

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Give him the opportunity to read
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THE CHILD WELFARE MAGAZINE
PHILADELPHIA

MRS. FREDERIC SCHOFF,

President National Congress of Mothers.

We, the members of the Mothers' Congress in Seattle, Washington, wish to thank you for your message for Founder's Day, which was read at our last meeting.

It is inspiring to know of the noble woman who began this work and to learn that many mothers are awake on this subject and eager to develop the best plans for securing the highest good for the child. In order to have the essential foundation for the highest good, two things are necessary: "The value of the ideals which we serve"—"The persistence with which we serve them."

Our circle is small—thirty-five members—but we have earnest, enthusiastic mothers, an excellent president, and our monthly meetings are well attended.

We have had one lecture from a Domestic Science teacher in order that the mothers shall be in closer touch with our schools. We have read portions of Jane Addams' book, "The Spirit of Youth and The Children of the Street," and we are hoping to coöperate with the Park Board and School Board in planning to provide supervised recreation for our children and young people.

CARRIE EVERETT COE,
Corresponding Secretary.

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